DOCUMENT RESUME

ED 191 246 EC 130 108

AUTHOR Pooley, Richard C.
TITLE Career Development for Dropout LD and ED Adolescent Boys: An Evaluation Report on Activities Between October 1, 1979 and March 30, 1980.
INSTITUTION James Barry-Robinson Inst., Norfolk, Va.
SPONS AGENCY Governor's Manpower Services Council, Richmond, Va.
PUB DATE May 80
CONTRACT 80-307
NOTE 47p.

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS Adolescents: *Career Education: Career Exploration: Dropouts: *Emotional Disturbances: *Employment Potential: Job Skills: *Learning Disabilities: Males: Program Descriptions: Program Evaluation: *Volunteer Training: *Work Experience Programs

ABSTRACT

The activities of the first 6 months of a project designed to help 27 emotionally disturbed and learning disabled adolescent boys (ages 14 to 16) overcome the handicapping conditions which render them unemployable are reported. Successful aspects of the program were the career education, community based career development, and volunteer work program components. The career education component covered work aspects such as finding a job, preparing for job interviews, and planning for the future. The community based component was designed to assist students in exploring their vocational interests. When employment possibilities were discovered to be rare for this age group, it was decided the group would set up a business. Evaluation of the student run business was an integral part of the experience. The goal of the volunteer work component included some specific measurable skills and intangible goals such as increased self esteem. Among unsuccessful aspects of the program was that all Ss returned to school, rather than enter a career (which was a stated goal). Recommended changes included increasing the program maximum from 12 months to 14 months. (PHR)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED191246

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

Career Development for Dropout LD & ED Adolescent Boys

An Evaluation Report on Activities Between

October 1, 1979 and March 30, 1980

By

Richard C. Pooley, Ph.D.

with
The Staff of The James Barry Robinson Institute

Prepared for
The James Barry Robinson Institute, Norfolk, Virginia,
in connection with Contractional Agreement #80-307,
with the Governors Manpower Services Council,
Commonwealth of Virginia

EC 130108

Norfolk, Virginia

May 1980

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

Richard C. Pooley

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

ACKNOWLEDGEMENTS

The project activities reported here are supported by the Governors Manpower Services Council, Commonwealth of Virginia. This project would be impossible without the support and encouragement of that agency.

The staff of the James Barry Robinson Institute are considered by this evaluator to be exemplary. Staffing and leadership are the most important determinants of project success. The internal management of the James Barry Robinson Institute deserves special recognition: Sister Ann Marie Mullen, Executive Director; H. Thomas Grissom, James J. Gara, Edward V. Power, T. David Fitzgibbon, and John J. Beecher, members of the Institute Board of Directors.

TABLE OF CONTENTS

	Page
Executive Summary	iv
BACKGROUND	1
Description of Intended Accomplishments	1
The Target Population	2
Accomplishments of the Project	3
Successful Aspects of the Project	6
Career Education	6
Community Based Career Development	7
The Evaluation Meeting	
Steps in the Evaluation of the Small Business Operation	
Techniques for Promoting Group Process	
Work Experience	
Volunteer Work Program	18
Unsuccessful Aspects of the Project	22
Factors Contributing to Success and Failure	24
THE DEVELOPMENT OF TACIT KNOWLEDGE	26
Changes Made to Enhance Positive Outcomes	27
Changes to be Made to Enhance Positive Outcomes	34
Changes to be Made	35
The Impact of the Project	35
Linkages Established	37
Contacts for Youth Volunteer Placement	38
Short Term Impact	39
Long Term Impact	40
References	41

LIST OF FIGURES

		Page
Chart 1	Cumulative Enrollments and Terminations . . .	5
Chart 2	Absolute Enrollments	5
Chart 3	Pre-Test Profiles of Mean Scores for Three Groups of Students	30
Chart 4	Cumulative Positive & Non-Positive Terminations .	36

EXECUTIVE SUMMARY

This report describes the activities of the first six months (October 1, 1979 - March 31, 1980) of Governors Manpower Services Council (GMSC) Grant Number 80-307, Commonwealth of Virginia. The project supported by this grant is being conducted by The James Barry Robinson Institute located in Norfolk, Virginia. This project is the continuation of GMSC Grant Number Y 79-11 (October 1, 1978 - September 30, 1979) so the project has been in existance for a total of eighteen months as of March 30, 1980.

The project is designed to serve Learning Disabled (LD) and Emotionally Disturbed (ED) teenage youth (fourteen to sixteen years of age). The goal is to help these youth overcome handicapping conditions which render them unemployable. Aspects of study and work are integrated to create educational experiences that are relevant to the world of work. The methodology consists of Special Education, Career Guidance, and Social Skills Training designed to increase the probability of future employment among the students served. On-the-job training environments are provided according to the students' readiness in order to test the effects of the training and to further develop the young person's employability skills. The knowledge developed and reported as a result of this effort is believed to be useful to the design and implementation of similar programs elsewhere in the state or in the nation.

The project has enrolled 48 students and terminated 22 students during the first eighteen months of operation. The students come to the project with academic deficiencies of four years on the average. The project is successful at reducing deficiencies in reading, spelling, and math at significant levels. Academic and social function in basic skills are considered

to be prerequisite to employability and there is evidence that the students have become more competent and motivated to prepare themselves for a reasonable career. An evaluation has shown the project to be scientifically and educationally significant in overcoming handicapping conditions that are barriers to employment among the students served.

The funding level for the first year was $63,234 and for the current year, $102,574. A grant application for a third year of operation has been submitted to the Governors Manpower Services Council, Commonwealth of Virginia.

BACKGROUND

Description of Intended Accomplishments

The James Barry Robinson Institute intended to provide educational and residential services to planning district #20 which includes the Southeastern Tidewater Manpower Authority catchment area of Norfolk, Virginia Beach, Chesapeake, Portsmouth, Suffolk, Franklin, and Isle of White. The program was designed to serve 51 Learning Disabled (LD) and Emotionally Disturbed (ED) youths and their families in a twelve-month period. The length of service per family was estimated to be between nine and twenty-four months. The number of of positive terminations was estimated at 27 per year. Non-positive terminations were estimated at 6 per year.

A needs assessment was conducted by the District 20 Planning Council (1979) to determine the level of need for services that the James Barry Robinson Institute (JBRI) provides. The findings of this assessment reported that the Institute is "clearly fulfilling a community need" and it recommended "study of the potential for continuation of its (JBRI) current mission".

An innovative dimension of this project is the deliberate development of tacit knowledge. Tacit knowledge is defined as knowledge that is somehow understood and derived from experience but not necessarily articulated in a formal manner. The object of this innovation is to formalize information in a comprehensible fashion (i.e., language or models) so that such information is usable by other interested parties. The results of this effort are reported in detail in Section 2, "The Development of Tacit Knowledge," of this report.

The Target Population

The program is designed to address a top priority of the eight school districts to planning district #20 in Southeastern Virginia. The service recipients are learning disabled and emotionally disturbed children who are intended to be served in special placements in accordance with Public Law 94-142, and Code of Virginia House Bill 518 (Status Offender Placement). Such students have academic and social skills deficiencies that need to be corrected in order to make the student competent to return to and continue a normal education or to enter and sustain a reasonable career. The following data is descriptive of a typical sample (N = 27) of students served by the James Barry Robinson Institute.

- 14 to 16 year old adolescent males
- impaired social adjustment and/or family discord
- poor self concept and/or behavior disordered
- academically impaired, e.g., average functioning grade level: Reading = 4.5; Spelling = 3.9; Math = 4.3

The academic grade level averages shown above were obtained from the results of intake pre-tests administered by JBRI staff. It is interesting to note that the 27 students in the sample were referred to JBRI from grade level 8 on the average. This translates to mean that prior to placement at JBRI, the average student was expected to function in the public school at a level 4.2 years beyond his capacity in reading; 4.8 years beyond his capacity in spelling; and 4.4 years beyond his capacity in math. It is unlikely that any of these students would have developed adequately under such conditions. JBRI intends

to provide an educational and social environment wherein they can develop into reasonably well adjusted and competent young adults who have met reasonable levels of functioning so that they may return to the public school or may enter and sustain a career in the world of work with increased probability of success.

Accomplishments of the Project

The needs assessment mentioned earlier (Planning Council, 1979) reported some interesting facts concerning the project's accomplishments. Some of the more salient conclusions are quoted next, together with interpretations.

> Barry Robinson has a "good track record" with both Norfolk and Chesapeake users, both wishing more of their of their clients were acceptable. Norfolk schools were the most positive group interviewed. Their only concern was that every effort be expended before a child is removed from the program.

The above statement indicates a level of ADEQUACY, and more precisely, a state-of potentially greater ADEQUACY if more local agencies would use the existing services.

> Barry Robinson has produced well-defined literature which describes its program succinctly. It is apparently fulfilling its stated mission, is meeting State requirements . . . and keeping the physical facility in good condition.

This statement indicates a level of EFFORT which focuses on the quantity and quality of programmatic inputs described by Suchman (1968) and extended by others (Attkisson & Broskowski, 1979). More importantly, it suggests a capacity for effort which is a key feature of level of effort criteria.

In the closing paragraph of the Planning Council outside evaluation (1979), it is stated that James Barry Robinson Institute "is clearly fulfilling a community need". This is a statement of ADEQUACY which corroborates the views

of Norfolk and Chesapeake users mentioned earlier in this report. Furthermore, the Institute has received and accepted at least a dozen referrals from outside the intended catchment area. These localities include Alexandria, Hopewell, Hampton, Newport News, Petersburg, Richmond, and Yale, Virginia. Although distant referrals are not an ideal situation for programmatic reasons which will be described later, it is an additional corroboration of ADEQUACY level. "ADEQUACY focuses on the relationship of program effort and performance to the level of need for the program within its larger environment." (Attkisson & Broskowski, 1979). Precise adequacy measurement requires information about effort and performance relative to measures of community need or demand.

The project's intention of knowledge dissemination is also taking root. During this reporting period, the St. Vincent Home Inc., in Roanoke, Virginia, has requested and received information on the JBRI project. It is believed that they wish to replicate the program to some degree. Furthermore, the staff has been active in sharing information with other service agencies and educational institutions concerning the dimensions of LD and ED problems and their effects on persons and families. This effort has helped to overcome the service delivery limitations of the categorical programs of the past and has created service delivery environments more appropriate to the multi-problemed clients who seek help in today's society.

The caseload census is shown in Chart 1 and Chart 2. These data describe the census for the project since its beginning in October 1978. The data shown for the last six months (October 1979 to March 1980) are relevant to this report period. The data is presented for the entire period to illustrate

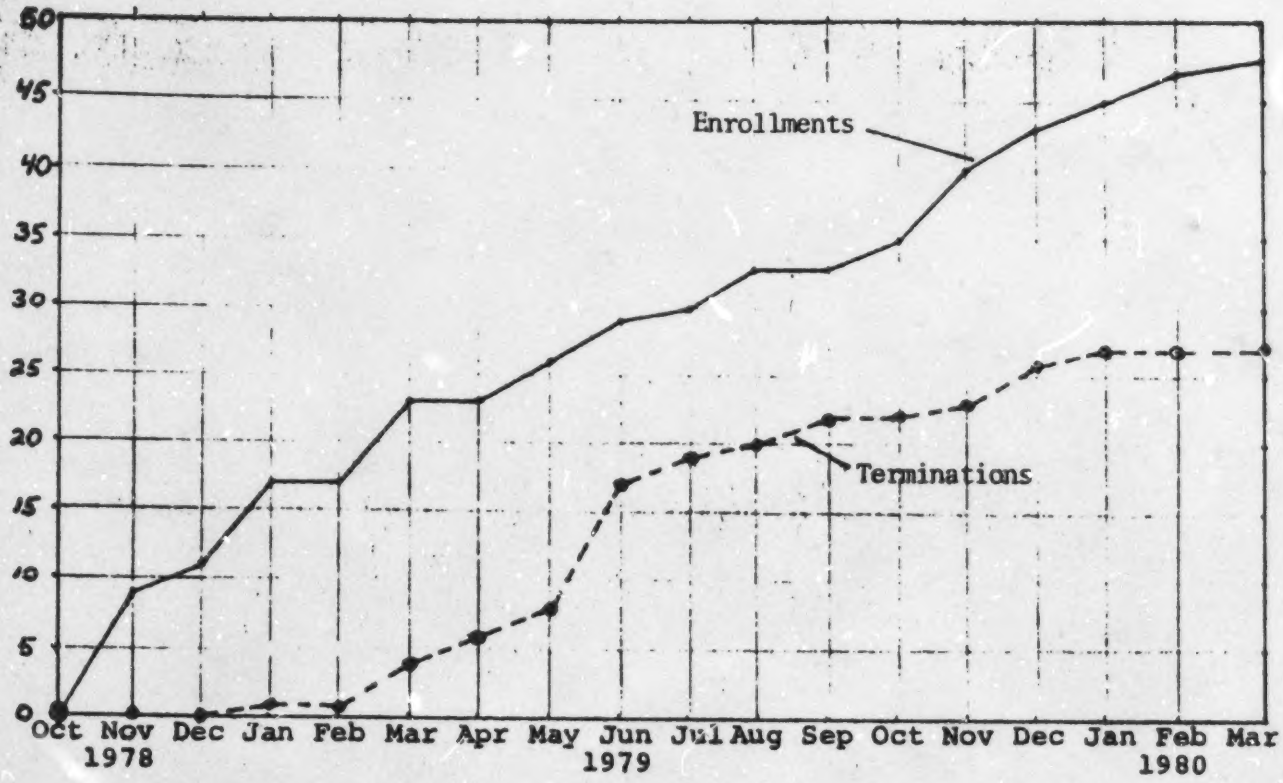

Chart #1 Cumulative Enrollments And Terminations

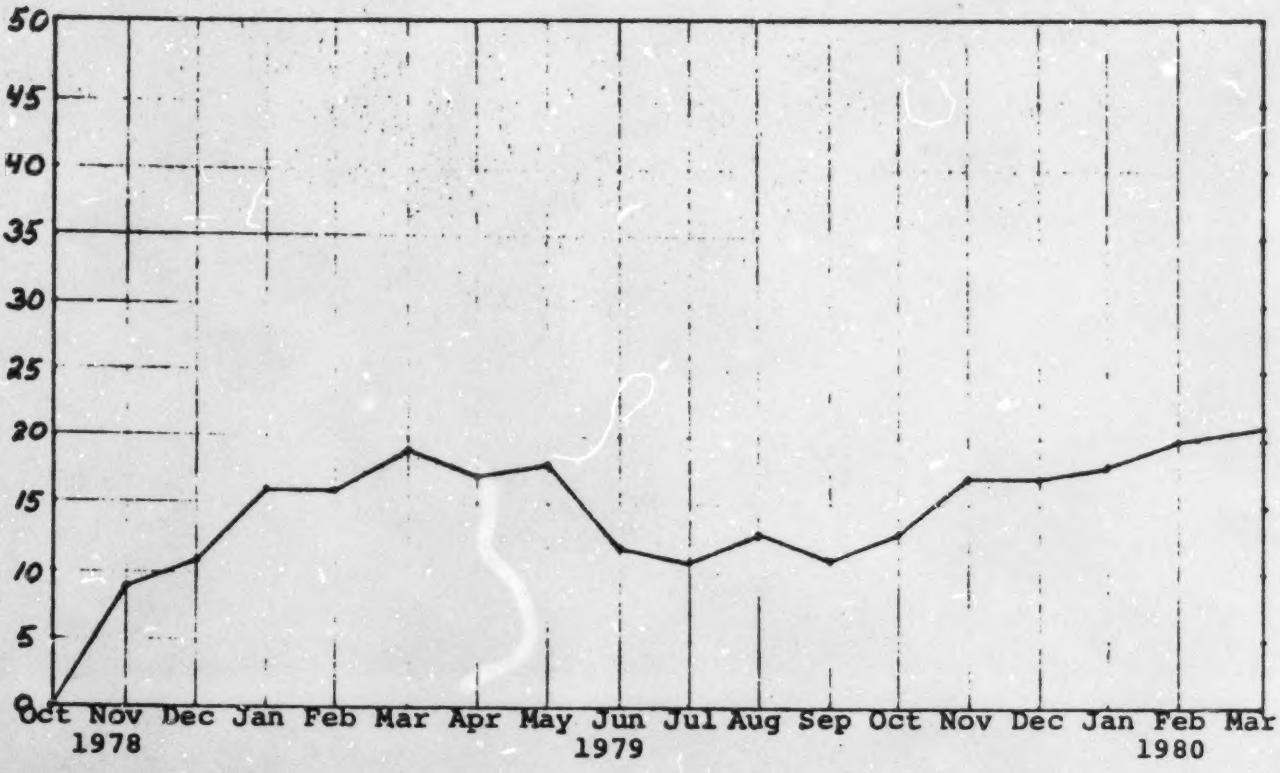

Chart #2 Absolute Enrollments

project build-up and seasonal trends. Chart 1 is a cumulative record of enrollments and terminations. The distance between the two curves shows the caseload at any time during the project life. Chart 2 is the absolute frequency of cases over time. This chart reflects seasonal fluctuations.

Successful Aspects of the Project

Three sub-programs are considered successful. They are Career Education, Community Based Career Development, and the Volunteer Work Program. They are described next.

Career Education

The entry level career group has six students in class. Students range from low level to mild LD. The objective of the class was to expose students to pre-vocational skills. Instructional methods were discussion, pencil and paper tasks, and role playing. Areas that were covered include:

1) Values related to working with people on the job
2) Fringe benefits on the job
3) Finding a job (using classified ads in the paper)
4) Finding a job (using the telephone)
5) Job interviews - how to prepare
6) Job applications - how to fill out
7) Me, myself and I
8) Spare time and planning for the future
9) Salary deductions, time cards, and paychecks
10) Job clusters, job related skills
11) Preparing for the future

Most students were able to verbally discuss the above topics and had a good insight into what was expected of them. They were not able to satisfactorily role play or do most pencil and paper tasks. Frustration levels were high at this point and most would not participate in "hands-on" tasks. Career related game tasks were acceptable. The more severe LD students were not able to do the pencil and paper tasks but enjoyed the role playing and career related games.

All students had a very difficult time understanding time cards and paychecks. Time-and-a-half wages were almost impossible for these students to comprehend. They had no concept about what they would be making in dollars. They verbalized everything from $50 to $500 in wages per week. Once instructed in the steps of figuring time-and-a-half, students still had no concept in terms of dollars of what they would be making at a job. Payroll deduction was another difficult area in which to instruct the students.

Classes had to be very structured, and "hands-on" types of activities were more acceptable than solely discussion groups.

Community Based Career Development

The original goal of this group as it was explained to the students was to assist them in securing employment off-grounds in the community at large. To help ensure success, students were assigned to this group mainly on an age basis (i.e., those students approximately 16 years old). The first step in the process of achieving this goal involved exploring the various vocational interests of the students. About 50% of the group had clear ideas about what their interests were (auto mechanic, electrician, truck driver, brick layer)

but most had little idea of how to pursue their interests. The remainder of the group had not yet formed any clear or realistic vocational interests. The next step involved using the classified section of the newspaper to identify what was available in the local job market. It became apparent to the students that they would not be hired in the positions of their interest because of age and lack of training. Keeping their interests in mind, most decided to look for employment more available to their age group. Field trips were taken out in the community for the purpose of getting applications from prospective employers. This was seen as the first step in the process of getting a job, and it was apparent from the initial field trips that most students had never experienced this initial step.

At first, students were very nervous about going into a business (fast food restaurants, gas stations, hotels and a commercial greenhouse) and interacting with the personnel in such a way as to find out relevant information about job availability and to come out with an application. The group spent much time developing these skills, mostly through role playing and discussion in the car immediately preceding the task. There were obvious deficiencies in the students' abilities to fill out applications. Most lacking were neatness, lack of knowledge to fill out the required information, and for some, an ability to read the application. However, the process of filling out applications which they had gotten themselves from an employer provided the students with tremendous motivation. Those who had been previously bored with classroom assignments involving job applications showed renewed interest in learning the skills needed to properly fill out an application.

As students became more adept at filling out application and felt more comfortable approaching an employer to ask about employment, the emphasis

shifted to using the telephone to inquire about employment. As before, students were nervous, this time inquiring over the phone. Role modeling and behavioral rehearsal were used with the students to practice what information they needed to find out in the appropriate voice tone and volume. Students' anxieties were evidenced most in lowered voices when talking to a prospective employer and in the student forgetting to ask about all of the information needed. During the process, it became evident that students had very little knowledge of how to use the telephone book. One student was surprised to find out that he could look up truck driving schools in the yellow pages of the telephone book. This knowledge soon spread to the other students who, in turn, began canvassing the telephone book for schools or agencies that would give them special training in their vocational interests. The outcome of this experience was a field trip to an auto mechanic school which the student set up for the class over the phone. This field trip particularly impressed upon the students both the value of basic academic skills (in order to read the shop manuals) and the career-ladder concept of starting as a helper or volunteer, and gradually gaining experience and knowledge to become a full-fledged mechanic, bricklayer, electrician, etc.

When the group initially began, the student consensus was that soon they would all enjoy the high status of having a real job off-campus. Individual students boasted that they would be the first to get a job. As students became accustomed to inquiring about jobs, some began investing their own time after school "job hunting". However, as this process continued, students realized that job opportunities for a 16 year old were rare and almost impossible for those under 16 years old. Furthermore, students discovered that when job opportunities did arise, they were extremely competative.

When the majority of the students had accepted the reality of the job market, it became necessary to shift the focus of the group from seeking employment in the community to creating employment for themselves. With some encouragement, the students agreed that they might have skills which could be used to produce income. After some discussion, the group decided to set up a business which could offer various goods and services (i.e., roto-tilling, lawn care, flower and vegetable stand, and car wash). A field trip to some local florists provided the students with information concerning what plants to grow and potential customers for the end product. At this point, the group has generated some income from its garden tilling project and is planning to start a vegetable and flower garden for a stand later in the season.

The development of this effort is described next. The first small business was a car wash operation. Each working session was evaluated by the students and the teacher. The methods were derived from Glassers (1969) Schools Without Failure. As a result of repeated evaluation experiences, a set of techniques for promoting group process was adapted from the Positive Education Program (PEP) Source Book (1979). Finally, a work experience curriculum was developed (DI Francessia, 1979; Harth & Morris, 1976; Illera, 1977; and PEP, 1979).

The Evaluation Meeting

After each car wash, the group should spend at least one class period identifying problems and evaluating the experience, and planning for another car wash. Usually, this process takes several class meetings. All problems should be identified and dealt with before the group has another car wash.

Steps in the Evaluation of the Small Business Operation

1) At the beginning of the class, the teacher should ask the students to think about whether the car wash was successful or not.

2) Ask each student his opinion of how the car wash went. This will quickly identify problem situations that occurred during the car wash (i. e., "Ron took my bucket", "Paul called me an . . . .", etc.). Ask if the class goal was met.

3) Try to get each student to recognize his individual role in the success or failure of the car wash. To do this, first start with a student who was the least involved in the problem situations and ask him: "What did you do that helped meet the goal?"; "What did you do that didn't help meet the goal?" Without constantly focusing on these two questions, it has been found that the students will spend considerable energy denying any involvement in a problem situation and will quickly blame others for the problem (i.e., "He started it first - he called me a . . . .", or "He squirted me with water", or "He stole my sponge". These two questions, or ones similar to them, help direct the student back to his behavior which either did or did not help with the success of the car wash.

4) Have each person give feedback (have each student make one positive comment about the child as in Step 10) based on their own observations as to the behavior which helped and did not help get the class goal.

5) Ask the student to make a behavioral goal for the next car wash.

6) Go around and ask the other students if they think the new goal is appropriate. If someone says "No", elicit the reason.

7) Ask the student if he wants to keep the goal as stated or if he wants to change it in light of the other students' comments.

8) Write the goal on a large piece of paper next to the child's name.

9) Go around the circle asking for suggestions on helping the student achieve the goal. At this point, it is important to spend time teaching the specific skills and behaviors required to achieve the goal. Enough time should be spent so that the student clearly understands which behaviors are necessary to achieve the goal. When the goal reflects behaviors which are not observed, it is best to assume that the student does not know which behaviors are called for within the context of a given situation. Hence, role-playing is necessary after the behaviors have been thoroughly explained and discussed. Just discussing the behaviors is not enough. The student must actually see them several times for effective learning to take place (Stephen, 1978).

When the goal reflects behaviors which are observed, but at a lower-than-acceptable level, a thorough discussion identifying which behaviors help achieve the goal and which behaviors don't help achieve the goal should suffice. However, having students role-play will facilitate the learning process even more and, hence, help the student achieve his goal. The goals are derived

from Stephens (1978) and are listed below.

a) Getting out of arguments

b) Ignoring distractions of peers

c) Accepting criticisms

d) Expresses anger with non-agressive words

e) Avoids wrong-doing when encouraged by peers

f) Handling criticism (punishment perceived as undeserved)

g) Complies with adults in authority

h) Complies with peers in authority

i) Uses please and thank you when making requests

j) Uses equipment and materials correctly

k) Works steadily for required time

l) Works cooperatively with a partner

10) Go around the circle and have each student make one positive comment about the student who has just chosen a goal.

11) Go on to the next student and proceed with Steps 1 through 10.

12) Identify a goal for the class (e.g., dispose of trash, cleaning up, complimenting others, sharing materials, finishing within the required time, working cooperatively with a partner).

13) After the last child, post goals on a bulletin board where they can be seen by the class.

Techniques for Promoting Group Process (PEP, 1979)

The teacher can provide a supportive environment by implementing several of the techniques discussed below. Care should be taken to implement these

procedures systematically because their effectiveness can be lost if one goes too quickly.

1) A week long process of naming the group business is the first step toward achieving group feeling. Time should be set aside to discuss possible names for the group. The teacher should feel free to make suggestions for names and should take the leader role during these discussions. Pay attention to interactions between youths because they may indicate which individuals are the group's potential leaders. At this point, the teacher should not veto names that he/she deems inappropriate, but should let the supervisor veto ideas. The final vote should be from a selection of four or five group names. The teacher should be careful in this selection process because whatever name is decided upon will be with the group for a long time. A negative sounding name can promote a negative group.

2) The development of group rules can be another effective method for promoting group feeling. These discussions are the first step toward effective group evaluation meetings (see Step 4 in the curriculum guide).

3) The teacher can initiate group contingencies and rewards to promote group feeling. Using a kitchen timer on an intermittent schedule with a reward if everyone is on task when the bell goes off, can result in the group feeling that they had worked together to accomplish a task. At first, the teacher structures for success by setting the timer to go off at a time when the individuals are likely to be on task.

4) Group goals and rewards can be implemented in several ways. The teacher and the class can set a very specific group behavioral goal and at the same time decide upon the reward. The whole group gets the reward only if every individual has achieved the goal. At first set the goal so that it is easily attainable. Positive group process occurs when the first youths who have achieved the goal realize that they can get the reward sooner if they help out the others that have had problems and speed them toward the group goal.

5) A supportive group environment is facilitated with a raffle. The teacher gives raffle tickets to any student who is doing a "helpful act" (i.e., special ignoring, being polite and considerate with peers, offering assistance and encouragement to troubled peers, etc.). These tickets are put in a decorated box and three tickets are drawn on Friday. Very special prizes are given -- from free time to candy.

Work Experience (Small Business) Curriculum

Goals and Objectives:

1) Encourages students to focus on their own behavior (Illera, 1977; Di Francessia, 1979).

2) Aids each student in the development of personal responsibility for both positive and negative behaviors (Illera, 1977).

3) Encourages students to make a commitment to behavior change (Illera, 1977).

4) Aids each student in examining which special events bring about certain behaviors (Di Francessia, 1979; Harth & Morris, 1976).

5) Helps develop communication skills (PEP, 1979).

6) Encourages students to verbalize their problems and to work out solutions (PEP, 1979).

7) Provides an experiential setting for

   a) improvement of a student's self-image (Harth & Morris, 1976).

   b) practicing decision-making and problem-solving skills on the job.

   c) practicing work related behaviors on the job.

Content:

1) Establishing and Running a Small Business

   a) problem identification and resolution for roto-tilling operation, flower/vegetable stand, and general business operations

      -- advertising
      -- phone use
      -- scheduling work
      -- bookkeeping

2) Skill Areas

   a) general business operation

      1. opening and maintaining checking account involves

         -- interaction with bank personnel (social skills)
         -- writing deposit slips
         -- maintaining balance
         -- balancing checkbook
         -- writing checks

2. handling figures

-- figuring types of payment (piecework, hourly, etc.)
-- making change
-- computing wages
-- money transactions with customers
-- writing a bill

b) tilling operation

1. basic safety rules

2. operation of roto-tiller

-- knowledge of controls
-- judgement of which controls to use in certain situations

3. maintaining equipment

-- following maintenance schedule
-- using tools (mechanical)
-- recording use of machine

4. work experience

-- estimating
-- measuring (square feet)
-- incorporation of Numbers 1, 2, and 3 above
-- social interaction skills (with peers and with customers)
-- quality control

5. incorporation of a) above

c) vegetable/flower stand

1. planting and maintaining flowers and vegetables

2. incorporation of a) and b) above

3. planning and construction of flower/vegetable stand

4. use of carpentry tools

5. social interaction skills (with peers and customers)

6. operation of flower/vegetable stand

   -- working shifts
   -- keeping inventory
   -- making change
   -- bookkeeping skills

Volunteer Work Program

The composition of career group, with the goal of getting youths involved in volunteer activities in the community, is those boys who have previously completed the basic pre-vocational skills course. The goals of this group include some specific measurable skills, as well as some intangible goals, especially in the area of values and self-esteem. The annual goals for the volunteer component are that the student will:

1) Realize the dignity of work by developing an appreciation and respect for all types of jobs in all levels of work, recognizing that every job is important and has a social usefulness.
2) Know why people work.
3) Acquire a knowledge of various occupations.
4) Develop competency in predicting consequences of his behavior in areas concerned with effective social, personal and occupational interactions with his environment and accept responsibility for his behavior.
5) Gather all information to write a resume.
6) Establish a common definition of human needs, happiness, and work.
7) Examine personal grooming activities and habits.
8) Learn something about liking himself.

9) Learn methods of getting along with others.

10) Learn methods of handling his mistakes and failures.

11) Learn listening skills.

12) Develop the emotional ability to postpone gratification for work performed.

13) Participate as a productive member in the world of work as a volunteer.

The methods of attaining the goals are varied and include group discussions, exposure to transactional analysis, role playing, keeping a journal, field trips, Career World magazine, and audio-visual materials. Some part of each lesson has focused on getting along with people, identifying problems and facing the people involved. There is a major emphasis on the social skills needed to be successful on the job. Eight boys have been involved in the volunteer group. There is a cross section of referring agencies (court, school, and social services), residential and day students, presented problems (learning disabilities and emotional disturbances), and ages (13 - 17).

The boys in their discussions profess to having a double set of standards of behavior. In spite of using inappropriate social skills at Barry Robinson, each says he can maintain appropriate behavior in public. In practice this has not been the case for several of the boys, but some of them do maintain behaviors on the job although they have not been internalized. Boys are expected to demonstrate on-task behavior and participate in class discussions before being placed in a volunteer position.

Several community agencies have been willing to work with Barry Robinson boys. These agencies are sensitive to the possible problems, but are committed

to the on-going process of progress for the boys. Some agencies have felt it not in their best interests to work with the boys. Phone contacts are made continually to locate agencies and activities in which the boys can participate. Once a boy is placed in a volunteer position, he is supervised by staff at the agency and Barry Robinson personnel. At the present time boys have worked in a local hospital, a private convalescent center, a parochial school, and the local SPCA. Contacts are being made for summer placements in camps, other hospitals, and with service organizations.

Locating positions for boys has been difficult and time consuming but a file of agencies, contact persons, and volunteer opportunities has been compiled to facilitate placement. The ages of the boys have also been a placement problem. Few agencies are equipped to work with volunteers under age 15. Some of the younger boys have volunteered in local schools. Due to on-going personal problems, some boys have had difficulty reporting to work when scheduled.

There have been many positive effects for those boys involved in volunteering their time and services. Increased self-esteem is a major asset gained by most of the boys involved. The boys have responded well to positive attention given them by Barry Robinson staff and students. Some of the boys involved in a Red Cross sponsored Baby-Sitting/Child Care course related that the course was one of the few activities begun that had been completed. The boys volunteering have looked outside themselves and their problems and have become involved in the real world. Some boys have learned to use public transportation, the telephone book, and telephone manners for their positions. Not only will the reference and experience for a resume be valuable, but for

some, the experience may lead to jobs when returning home and/or a continuing experience after leaving Barry Robinson.

Included is a brief account of the experiences of the eight boys involved to date.

Boy 1 is a 16 year old student who works in the dietary department of a local hospital once a week. He has been doing so since September. Reports indicate a pleasant working manner and an ability to deal with customers. He has worked over 50 hours and plans to increase his work hours during the summer. He has indicated an interest in hospital work on discharge. Initially, he was erratic in attendance on the job, but he is now regular and punctual.

Boy 2 is a 15 year old resident who works in patient admitting and the mail room of a local hospital. He has worked over 80 hours, but still has difficulties reporting to work, staying at work, and having his uniform prepared for work. He is well liked by his work associates. His work performance seems to coincide with the amount of attention he gets. He is working on delaying his personal gratification.

Boy 3 is a 14 year old resident who works in a parochial school first grade reading class once a week. He has worked 15 hours including attendance in a child care class. He has learned to use local buses (after several missed buses and catching wrong buses) and to call his supervisor when he is not going to work. He is learning specifically to deal with being the children's "hero".

Boy 4 is a 15 year old resident who is working in a parochial school first grade reading class. He, too, had trouble learning to use the local buses. He becomes easily frustrated and left the job several days. He has completed four hours of work. He withdrew from the child care class and has

been removed from his volunteer position to work on appropriate work-related and problem solving skills.

Boy 5 is a 15 year old day student who frequently withdraws from interactions with peers. He has not been placed yet, as he frequently changes his interests. Presently he is requesting a position in a library, which is being explored. He is working on his social interactions with people.

Boy 6 is a 17 year old day student who initially wanted only a job that would have financial benefits. He also expressed an interest in working with the elderly. He is currently working three afternoons a week in a convalescent home. He has become regular in his attendance at school and expresses his gratification in being able to help the elderly. He has completed 15 hours of service.

Boy 7 was a 14 year old resident who had been in the program for only several months when he left. He was not placed in a position.

Boy 8 was a 16 year old resident who was experiencing many behavioral problems. He was placed at the SPCA because of a deep interest in animals. He had volunteered 4 hours before he left the program.

Even with the boys behavioral, emotional, and learning problems, participation in the volunteer component of the career program has demonstrated the potential of helping the boys gain a positive self-esteem, daily living skills and skills necessary for success in the world of work.

Unsuccessful Aspects of the Project

Three outcomes were identified as unsuccessful, troublesome, or somewhat surprising. All of these outcomes reflect the reality of the problem more than they reflect deficiencies in the program design and operation.

The most surprising outcome was that all the students who completed the program did not enter careers but rather returned to the public school system. This may be regarded as unsuccessful in terms of pre-stated program objectives, but successful in terms of delivering appropriate treatment. This outcome suggests that it is unrealistic to prepare a LD or ED adolescent student for a career in one year. Too many prerequisites, such as basic education, are lacking in such students. It is possible, however, to stimulate their interest in career development with the JBRI program. The positive side of this project is that it did give the students a clearer definition of the requirements of work so they were motivated to return to school with some goals in mind and a plan of action to follow regarding their educational career which is prerequisite to other careers.

The second flaw was one that was discovered as a result of The Planning Council Report (1979). This needs assessment revealed that there were more agencies within the near-by catchment area who stated that they needed services for LD and ED adolescents but have never referred such a person to the Barry Robinson Institute. They may instead refer such students to other service providers in the Commonwealth or elsewhere in the nation or, perhaps, not provide service at all. This is an example of down-side ADEQUACY wherein the community has a need which is not being met effectively or efficiently. On the other hand, JBRI serves referrals from distant communities which is up-side ADEQUACY with regard to the larger environment. But this too may be inefficient because of travel requirements and diminished family contact and coordination in treatment planning in the natural environment.

The third outcome was, and is, somewhat troublesome and involves the tendency of referring agencies to sometimes withdraw a student from the program before his treatment plan is completed. Why this happens is not clear and may be the subject of further investigation. It is clear, however, that this procedure does a disservice to the student and to the program as well. The potential enduring effects of the treatment are reduced and the probability of failure is increased when a student is withdrawn too early. The project has no control over this problem other than to encourage or persuade the agency to allow the student to stay until he has completed his treatment plan. Encouragement and persuasion rarely work under these circumstances.

Factors Contributing to Success and Failure

If a student is emotionally disturbed or learning disabled, he has a problem. Moreover, such a singular problem results in other problems in education, social functioning, and family affairs. The student and his family become multi-problemed clients who are inadequately served by the misguided categorical (i.e., one client = one problem) programs of the past. The client requires a multi-service delivery system which is highly integrated and coordinated. Without a doubt, the causes of failure among young people is that such an integrated service delivery system is rarely available. It is also true that whatever service may have been available has, in the past, been too arbitrary, singular in nature and provided for too late. The overwhelming cause of failure is societal neglect or collective 'ignor-ance'.

The causes of success are characterized by a creative problem solving approach to the problems of living no matter how overwhelming they may seem.

This approach involves a systematic method of stating - and, when necessary, restating - a problem in operational terms. Then to design the solution appropriate to the structure and effects of the problem rather than to merely name it. A problem well stated is a problem solved. Or, as the poet said:

> The man behind the microscope
> has this advice for you.
> Instead of asking what it is,
> just ask what does it do.

For example, in-take pre-test achievement scores on reading, spelling, and math place the students who are referred to JBRI far below (in ability) the grade level on which they are expected to function prior to referral. JBRI students (N = 10) at in-take were functioning at grade level 4.1 in reading, 3.7 in spelling, and 4.3 in math, on the average. The level at which these students were expected to function in the public school was 8.0. On the average, all the students were referred from about the eighth grade. This translates to a functional average deficiency of 4.1 years in reading, 4.8 years in spelling, and 4.4 years in math. These deficiencies did not occur yesterday. They have been developing for more than four years. Is it reasonable to expect such long-term neglected problems to be corrected in one year or less? Be that as it may, the project at JBRI is designed to discover what the student can and cannot do, and develop the positive aspects of his repertoire as much as possible in as short a time as possible. This is a formidable task indeed, but it is being accomplished to a reasonable degree.

THE DEVELOPMENT OF TACIT KNOWLEDGE

(What Has Been Learned)

We learned that an integrated Special Education/Career Development program presented in a systematic way can significantly increase the academic achievement level of LD and ED adolescent students. It was stated earlier that on the average these students were four years behind in reading, spelling, and math. All pre- and post-test achievement data were analized (N = 10). The average difference in reading was +1.4 years; the average gain in spelling was +.9 years; the average gain in math was an impressive +2.23 years. All these data were subjected to t-tests (two-tailed) for significance using related samples. This analysis revealed impressive results in all academic areas.

The reading gain is significant at $p. < .001$. This means that the odds are one in one-thousand or less that the difference could result if the treatment applied is having no effect. (Something was operating to produce that change.) It is descriptive of the statistical degree of confidence that a real difference exists.

The spelling gain was less dramatic, being significant at $p. < .02$ which means that the odds are two in one-hundred or less that the gain could have been produced if the treatment was having no effect.

The math gain was significant at $p. < .001$ which means the chances are one in one-thousand or less that such a change could occur when the treatment has no effect (Ferguson, 1966, p. 164). This outcome provides strong support for the notion that these academic gains are produced by the James Barry Robinson program.

The statistic used here to measure the magnitude of an experimental effect is r_m. It is the measure of an observed outcome (Friedman, 1972,

pp. 198 - 205, 273 - 278). The measures of effect of academic gain are: Reading $r_m > .80$; Spelling $r_m = .70$; Math $r_m > .80$. This means that we may accept the hypothesis that the academic effects on the students at the James Barry Robinson Institute are, indeed, positive and significant at very respectable levels of confidence. The probabilities of being wrong in this assessment; that is, claiming the effects of the program to be significant when they are not (i.e., Type I error) are very unlikely. These probabilities were stated earlier (I. e., $p. < .001$; $p. < .02$). Furthermore, the raw data show that the students gained 1.1 years in reading, .9 years in spelling, and 2.2 years in math. These gains were made in less than one year in the JBRI program. In the four years preceding the program, they made no discernible academic gains at all. This gives support to the notion that the results of the program are not only statistically significant, but educationally significant as well.

Changes Made to Enhance Positive Outcomes

(1) In the past there was the enduring problem of some degree of lack of communication between the educational staff and the residential staff concerning treatment programming. For example, the educational staff would attempt to establish social skills training to be administered by the residential staff. Social goals were set such as cleaning one's room, proper hygiene, and obeying the rules. These behaviors normally took place in the residential setting. The staff there were instructed in behavior management methods that would increase the probability of appropriate social behaviors. Essentially this is done by providing reinforcement contingent upon appropriate behavior. This procedure has been proven effective to shape

appropriate behavior over many thousands of cases and settings. But in order to be effective, the procedure must be administered properly and consistantly. The reinforcement contingency was simply not administered consistantly by the residential staff. Often the student was given a reward whether or not he had met the behavioral requirement. Behavioral conditioning will never work constructively under these conditions.

The solution to this problem was simple and effective. The behavioral goals were established and administered in the educational setting rather than the residential setting. This change placed contingency control entirely in the hands of the educational staff. The procedure and its underlying principles are described next.

At the beginning of each week, each youngster decides on a weekly goal. These weekly goals are based on behavioral data obtained from his behavior frequency chart. Every morning the youngsters discuss their weekly goal in group meetings. At the end of the week, youngsters who achieve their goal have earned the privilege of participating in the weekly activity (i.e., reinforcement for attaining the goal).

The weekly goal is determined at the beginning of the week. It is based on either increasing or decreasing a particular behavior (e.g., decreasing the number of "verbal outbursts"). Because it is difficult to achieve complete mastery over a goal immediately, improvements in behavior are shaped by "successive approximation". Intermediate and attainable behavioral goals are established based on current behavior frequencies. The goal requirement is gradually adjusted over time so that the student will eventually reach an ultimate goal that will operate in his best interest to correct a problem of living. The new behavior pattern eventually becomes part of the student's

natural repertoire because he has discovered that it is rewarding to behave in ways that reduce life's problems rather than compound them.

Under these conditions, the reinforcing events were potentiated - they became meaningful - and positive effects were observed almost immediately. The students became enthusiastic about reaching the intermediate and ultimate goals and they began to share this enthusiasm with the residential staff. This prompted curiosity among some residential staff and caused them to seek out the teachers to learn more about the newly established goal-attainment system. As a result of this approach behavior, more effective linkage between the residential and educational functions was established.

(2) A second change that was made involved instrumentation. The original instrument package included the Career Maturity Inventory (CMI) (Crites, 1973). This inventory is composed of an Attitude Scale and a Competence Test. The students could do the Attitude Scale because the questions and response mode are concise. They could not do the Competence Test because of reading and attention span limitations. Consequently, use of the Competence Test was discontinued. The Attitude Scale was retained.

The educational staff conducted a review of the literature in search of a replacement instrument for the Competence Test. The search resulted in the selection of Tests for Everyday Living (TEL) (Halpern, Irvin & Landman, 1979). The TEL is a battery of seven tests designed for use with all junior high school students and average or low functioning high school students. It is a diagnostic instrument which permits inferences to be made about individual strengths and weaknesses of students and programs as well. The tests produce percentage scores on each sub-scale which can be compared to a standard. A

functioning ED; (2) Learning disabled; and (3) Low functioning ED. These data will be compared to post-test data and the standard as a measure of program effects on knowledge gained regarding the everyday living criteria.

(3) The third change that was made is an increase in the length of stay in the program from a maximum of twelve months to a maximum of fourteen months. This increase is judged to be necessary because of the severity of academic deficiencies among the students who are referred to JBRI. A programmatic change is described next.

(4) This year's work program was initiated with what was anticipated to be a few minor changes. The support staff who acted as trainers were having difficulty with the evaluation forms and, consequently, exactly what it was they were to observe. The items were neither sufficiently descriptive nor precise enough to establish specific social skills needing development. The response mode to the items was too subjective and resulted in the raters tending to mark most items as satisfactory rather than being "too hard" on the students.

The work schedules were not stable enough to determine if students were merely confused or if they were avoiding their assignments. Some students did not show up to clock in for work. Other students were discovered playing basketball after they had clocked in. The supervisor did not realize that the students were not working. The students fully realized the misunderstandings of both trainer and supervisor, and they took full advantage of it. While this was neither a long term nor a common occurance, these types of errors were frequent enough to warrant revision of the system.

The work behavior evaluation sheet was changed to cover eleven major work behaviors. Rather than rating these behaviors with heavily subjective

terms, behavioral descriptors were used to illustrate the presence or absence of the observed behavior. The desired result was that the staff could become more specific on areas of strengths and weaknesses, and that the students would have greater understanding of the concept of appropriate work behavior or work habits. Students who rated consistently poor on specific items were "laid off" their job and instructed to work on these skills in their social skills classes. The social skills instructors were notified of the specific reasons (i.e., behaviors) for which the student was laid off. Together the student and the instructor could develop a strategy to improve the behavior to a level at which the student could return to work. Feedback and assistance from other students in the social skills group was elicited both in establishing and upon reaching the goal. This, in turn, made other students more aware of expected work behaviors. While this recycle plan is not yet fully operational, the mechanisms are established and several students have gone through this process. The student continues as a member of the group before and after receiving a "recycle" slip. The student could conceivably be "recycled" a number of times for different behaviors or the reoccurance of a same behavior. Thus, the group acts to support gains, to identify patterns, and to link job related social skills with overall behavior.

In reviewing items for the evaluation checksheet, it became apparent that the students needed more elaborate task definitions if they were to be rated on items such as completion of task, attention to task, etc. They were getting good experience working on grounds with the support staff, but such experience was of a general shadowing or sampling variety. It was desired by the supervisor that a more systematic training be implemented. In December, a

regular schedule was established. This schedule included work experience as before, but now added classroom training. These classes followed a regular curriculum. Students were expected to attend classes as a prerequisite to working. The contingencies for attending class were not as strict as those for working, thus, students were not allowed to "buy out" of them. Classes had a set term, were designed as an overview of the job, and were developed from existing textbooks.

The classes failed miserably. The material was too advanced, theoretical, and unrelated to the daily work tasks. The classes were too long (one hour and fifteen minutes). Students moved through the material much slower than expected. The curriculum itself ran for too many weeks. It was not flexible enough to allow for changing interests, short attention spans, new students entering or current students avoiding, dropping out, or being recycled through social skills. The classes out of necessity became more activity oriented and task related, but they still suffered from inflexibility. However, the scheduling necessary for the program did reduce the students' tendency to attempt to manipulate the system and avoid their job assignments. In addition, formal training sessions became more relevant to work tasks and vice versa.

The area of task definition and training needs to be further developed. The next step is to divide the curriculum into task oriented modules which will have closed enrollment, will be repeatable, and of short enough duration (approximately one week) to make them available to more students. Rather than being rated at the end of the course, students would get more frequent reinforcement through the successful completion of the module. By completing a series of modules, the student will either have a sampling of a variety of career areas, a collection of entry level skills for a specific area, or both.

Changes to be Made to Enhance Positive Outcomes

Emphasis on the development of positive self-concept among the students referred to JBRI is a recent change in the program. This change is based on a primary recommendation stated in the evaluation report of the first year operation (Pooley, 1979, p. 11). This change is under development at the present time because we believe that a positive self-concept is prerequisite to success in school and in the world of work. The methods used are woven into the educational and social skills programs explained earlier in this report.

A second change involves the criteria for the specification of positive and non-positive terminations. Because of the information requirements of the original experiment, a non-positive termination was defined as a subject who did not complete post-testing. This criterion is likely to yield some number of false negative classifications. Sometimes, a student will leave the project early and will not complete post-testing but has benefited from the effects of his stay at JBRI. Many of such terminations are desirable because the student no longer needs the special treatment. Others may be withdrawn prematurely by the referring agency for a variety of reasons. This procedure is beyond the control of JBRI.

A third change may be to embark upon a concerted public relations effort designed to inform area agencies of the services that are available at JBRI. This effort is intended to correct the down side ADEQUACY that was described earlier (i.e., agencies report that they need the service, but do not use services available locally).

Changes to be Made

The changes to be made during a future year of operation are described in detail in the most recent grant application to the Governors Employment Training Council. The salient changes are summarized below:

1) Increase emphasis on academic and social skills and improved self-concept among the students. Develop at least minimum competencies that are prerequisite to successful career development.
2) Establish "benchmarks" for competencies. Objectively document skills which are transferable to other programs and settings.
3) Establish a functional information system within the project (i.e., more comprehensive evaluation to assimulate available data into job development plans; client profile data should be used more effectively in career guidance; documentation and reporting of student gains (effect size) made during the program.

The Impact of the Project

The project has enrolled 47 students and terminated 27 students between October 1978 and March 1980. During the report period (October 1979 - March 1980) the caseload has built up to a steady state of 27 students. There are 23 residential and four day students currently enrolled (see Chart 1, page 5).

The relationship of positive and non-positive terminations is shown in Chart 4. The best indicator of this relationship appears in June, when positive

terminations outnumber the negative ones. School contracts end in June and a termination date can be accurately predicted and accommodated. Non-positive terminations can occur at any time and are highly unpredictable. This condition, together with the likelihood of some false negative terminations described earlier, resulted in a slightly less than .50 success ratio. We anticipate the success ratio to improve to greater than .70 when the exit criterion is modified to more accurately reflect reality. Follow up evaluation can verify the newly established exit criterion and success rate.

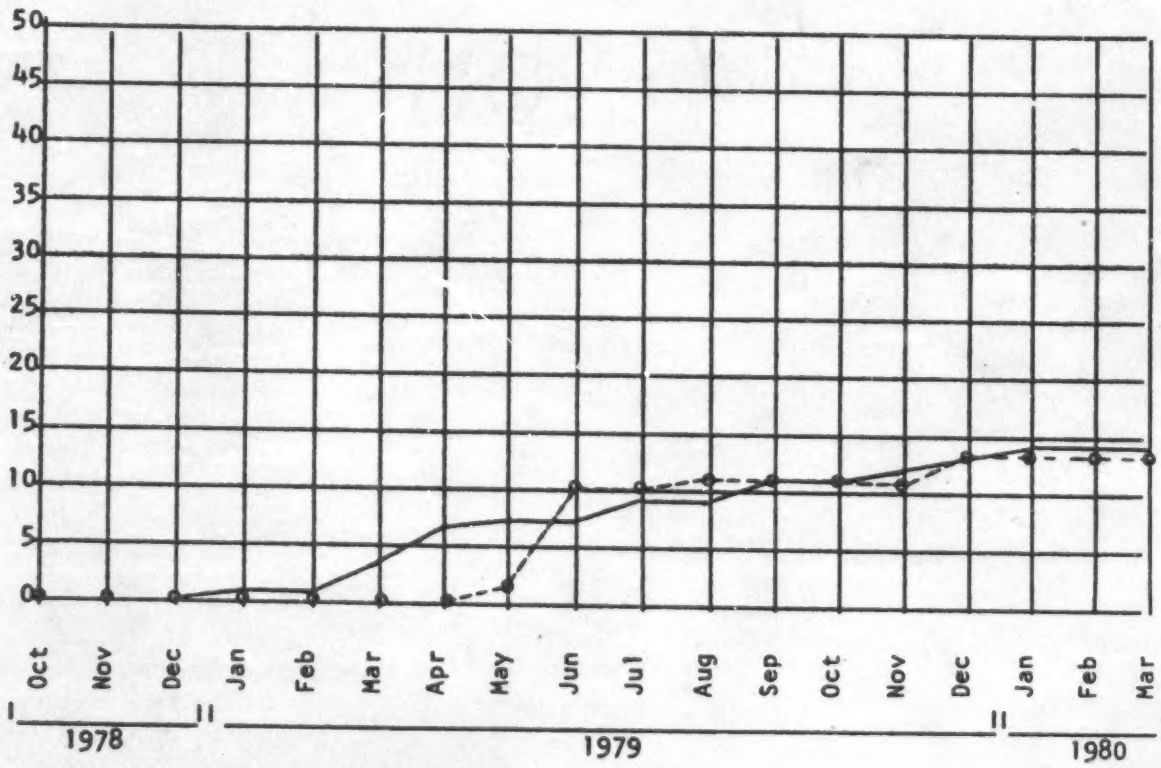

Chart #4 Cumulative Positive and Non-Positive Terminations

Linkages Established

Cooperating agencies are listed below, together with a brief description of the cooperative function.

1) Boys Club

Purpose: To get the kids involved in the community and function with normal adolescents of their own age groups. To get the kids to participate in different recreational activities off-grounds.

The club provides activities such as swimming, team basketball, softball, T-ball, and leisure time activities.

2) Portsmouth Boys Home, Chesapeake Boys Home, Colonial Boys Club, Ryan Academy, Rocks Academy, and Tidewater Department Four

Purpose: These different agencies were brought in to form a basketball program on-grounds. By bringing these agencies into the program, the kids learn to work as a unit, develop the concept for team play, discipline, and sportsmanship.

3) Girls Regional Group Home, Centerville Group Home, Lakehouse Center, Crisis Center

Purpose: These different groups are brought in to help the boys improve social skills with female adolescents. The types of activities developed are dances, picnics, and sports activities.

4) Hospital Audience Tidewater

Purpose: This agency provides tickets for events that are happening in the area. Events include concerts, baseball games,

college football games, magic shows, etc.

5) Ocean Beach Campground, Sandpiper Trace Campground, Cherrystone Campground

Purpose: These agencies provide the boys with a different environment and help teach the concepts of daily living in the out-of-doors.

Contacts for Youth Volunteer Placements

1) Voluntary Action Center (Norfolk and Virginia Beach)

View boys as mainly retarded, but provided some helpful suggestions.

2) Information Center

Provided a list of camps and a list of agencies.

3) Local Hospitals (3)

Hospital #1 will accept 15 and 16 year old boys. Two boys were placed with the agency; one is currently working there; and one has been suspended by JBRI.

Hospital #2 will accept 15 and 16 year old boys. One boy has been placed there, and one is to be placed there for the summer.

Hospital #3 will accept 14 through 16 year old boys. However, the class for 14 year olds is filled.

4) Alexandria Hospital

One boy was placed for weekends.

5) Nursing Homes (5)

Nursing Home #1 accepted one youth.

Nursing Home #2 is fearful of JBRI boys; no placements were made.

Nursing Home #3, #4, and #5 did not return the calls.

6) Educational Facilities (2)

School #1 is a private parochial school. Boys have been placed to help in primary grades.

School #2 will probably accept placements in the fall. The boys will work with handicapped children.

7) Camps (2)

Camp #1 is a possible placement for one boy to help for one week.

Camp #2 is a probable placement for several boys to help with day campers.

8) Social Service Agencies (4)

Agency #1 felt the boys were too young.

Agencies #2 and #3 suggested camp placements (see Camps).

Agency #4 suggested a babysitting class which three boys attended and completed.

9) Recreation Center

The recreation center is a possible placement for four boys. The boys will assist with swimming classes.

Short Term Impact

At the end of the first year of operation, thirty-five students had been enrolled in the project and twenty-two had been terminated. The success rate (not controlling for the likelihood of false negatives) at the end of one year was about .50. The project case load was about fourteen students after the first year because project buildup was still in progress.

Long Term Impact

It is estimated that beyond two years of operation, the project could easily attain a steady state operation of thirty students. Length of stay would be fourteen months or less and positive terminations would increase to 70%. These estimates are based on the information presented in this report and the existing effort measure (i.e., staff, buildings, programs, budget, number and types of clients, etc.). Any kind of program expansion in terms of capacity for effort would, of course, increase these projected levels.

References

Attkisson, C. C. & Broskowski, A. "Evaluation and the Emerging Human Service Concept." In Attkisson, et al (Eds) Human Service Program Evaluation. New York: Academic Press, 1979.

Crites, J. O. Career Maturity Inventory. Monterey, California: CTB/McGraw Hill, 1973.

Di Francesia, S. Learning & Practicing Thinking Skills: STEP Method. New York: Harcourt Brace Jovanovich, 1979.

Ferguson, G. A. Statistical Analysis in Psychology and Education, (2nd Ed.) New York: McGraw Hill Book Company, 1966.

Friedman, H. Introduction to Statistics. New York: Random House, 1972.

Glasser, W. Schools Without Failure. New York: Harper & Row, 1969.

Halpern, A. S., Irvin, L. K. & Landman, J. T. Tests for Everyday Living. Monterey, California: CTB/McGraw Hill, 1979.

Harth, R. & Morris, S. "Group Process for Behavioral Change," Teaching Exceptional Children, Vol. 8, No. 4, pp. 136-139.

Illera, A Model Program for Disturbed Adolescents in a Day Facility: Necessary Modifications. A Paper presented at the Annual International Convention, The Council for Exceptional Children (55th), Atlanta, Georgia, April 11-15, 1977.

Pooley, R. C. A Model Program for Teenage Youth: First Year Evaluation of Knowledge Development. Norfolk, Virginia: The James Barry Robinson Institute, 1979.

Positive Education Program Source Book (PEP). Cleveland: Unpublished Manuscript, 1979.

Stephins, T. M. Social Skills in the Classroom. Columbus, Ohio: Cedars Press, 1978.

Suchman, E. A. Evaluative Research: Principles and Practice in Public Service and Social Action Programs. New York: Russell Sage Foundation, 1967.

The Planning Council. The James Barry Robinson Institute Program Study. Norfolk, Virginia: Planning District 20, 1979.